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AUTHOR Mook, Corena; Legg, Marilyn
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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to assist vocational schools and programs in evaluating their site for sex fairness. Covered are evaluations required by legislation and additional evaluations that may be added because of local interest. Expected presentation time is about an hour. Contents include a leader's script (material to be presented), two transparency masters (Reaction Choices for Needs Assessment and Variables Measured by "Self Administered Survey of Sex Stereotypes for Project Massive") and four handout masters (Title IX Self-Evaluation of My School, Materials and Data Needed to Assess Title IX Compliance, Needs Assessment--Summary of Activities for Expanding Student Options, and Possible Action Fronts). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189343

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

EVALUATING OUR SCHOOL FOR SEX FAIRNESS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025712

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

* 'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The purpose of this in-service packet is to assist vocational schools and programs as they wrestle with evaluating their site for sex fairness. Covered are evaluations required by legislation and additional evaluations that may be added because of local interest.

This packet was developed to stimulate thought as well as to present information in about an hour. It is expected that the presentor will adjust the material to fit his/her speaking style and the group.

Included in this packet are:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Two transparency masters:

   . Reaction Choices for Needs Assessment
   . Variables Measured by Self-Administered Survey of Sex Stereotypes for Project Massive

   By covering each master with a sheet of transparency film and running both the sheet and the master through a Thermafax machine, transparencies for usage with an overhead projector can be produced.

3. Four handout masters:

   . Title IX Self-Evaluation of My School
   . Materials and Data Needed to Assess Title IX Compliance
   . Needs Assessment - Summary of Activities for Expanding Student Options
   . Possible Action Fronts

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermafax machine to make a ditto master.

A suggested general format for the in-service is:

1. Before the presentation, the in-service leader should

   a. become familiar with the script by pre-reading, making desired adjustments

   b. set up an overhead projector for showing transparencies

2. The in-service leader reads the script to the group, incorporating action notations in the right-hand column when appropriate

During the past several years, we have been bombarded by professional journals and at meetings with messages such as:

"Flash! Today's men and women assume new tasks and responsibilities."

"Current outlook: men and women face similar roles, and need to develop similar skill resources."

"Out of date: tradition's designation of different treatments for different sexes."

And so the gauntlet is thrown at our feet: the challenge for vocational educators to join the crusade to equip men and women for their added roles and responsibilities. The challenge is given in many forms, such as "to create sex-fair schools;" "to develop a sex equity plan for your school;" or "to give students equal treatment and opportunities." Here in Kansas, the challenge is often heard as "to make it feasible for your students to consider expanded option choices."

So we have read. And we have listened. And most important of all, we have thought the messages through. And now we are ready to join in the crusade. But where to start? Most Kansas schools do not have the spare personnel or resources to create a whole new emphasis in their school. The most feasible approach is to incorporate the expanding options twist into what already exists--into present classes, into present counseling activities, into present in-service programs, into present contacts with business and the community.

But still the question remains-- "Where does our school start?" The bad news is that your school cannot be handed a thin "how to" book that lays out all the actions and activities for your school. Each school needs to build around what is important for its situation. What is important may be old problems that are already of first priority in your school: the increase of pregnant unwed students; the reading prob-

lems boys are having; the increase of students who drop out because school seems irrelevant. The sex equity twist can become a different approach that attacks these old problems. Or what is important may be the areas in which your school seems to need most action. Or what is important may be to accomplish the most within the limits of available school resources and the surrounding environment.

Each school will have different priorities that are considered important for their sex equity program. Thus your school's sex equity plan will be different in operation from that of any other Kansas school. It is just a nice daydream that one book can lay down a detailed sex equity action plan that would fit all schools.

But that is just the bad news. There is some good news. Once your school plans a sex equity program tailored for your school, that plan has a good chance of working, because the emphasis has been decided at your school. People in your school and community will feel ownership for the plan.

The first step is not the actual planning of action steps that meet what your school considers important and can be incorporated into present systems. The very first step is to find out where your school is now--to evaluate your school for sex fairness. Then you can determine what level of action would be most effective in different planning fronts.

What questions should you look at when evaluating your school for sex fairness? Your evaluation should first determine what your school is asked to demonstrate by legislation. Your school is required to do a Title IX self-evaluation and to keep this on file. And this year, you have received from the Kansas State Department an evaluation form that gathers activities Kansas vocational schools and programs are currently doing to meet the spirit of Title II of the 1976 Amendments.

But your school may be similar to a very creative artist who commented: It's true that I've driven through a number of red lights. But on the other hand, I've stopped at a lot of green ones I've never received credit for." Your school may not rate high on all the areas the legislation evaluations may ask you to report on. But it may be effectively expanding student options on other fronts. Make sure your school's evaluation also gives credit for these efforts.

And add to your evaluation the questions your site wants to ask. What variables would color the sex equity picture of your community and school? What variables would your school or community most like to know about? What is important to them? What does sex equity mean to them? In all cases, the actual questions asked in your evaluation are what your local site decides to include. The composite of legislative requirements and items of local interest may produce an evaluation different from what other Kansas schools are doing.

Today, let us first consider what self-examination legislation expects you to do. Then we will move on to other types of looks that your school site may consider worth exploring, for they are important to your site.

First, let us pretend that you have been given the responsibility of evaluating your school for compliance with Title IX. Since this is a brief excursion into make-believe, I will distribute a mock Title IX self-evaluation form. The purpose of this trip into fantasy is just to obtain a feel for the evaluation areas your school needs to cover to show compliance with Title IX. Feel free to express your true thoughts. Think about your school as you consider each question, and then check whether you think your school always does this, usually does this, or rarely does this. ---***---

*** Distribute "Title IX Self-Evaluation of My School" and allow time for completion

Now return to reality. When your school does its Title IX self-assessment, it will need to review some of its materials and to collect relevant data. This next handout lists materials and data most schools collect and review. ---***---

*** Distribute "Materials and Data Needed to Assess Title IX"

Corena Mook, sex equity specialist at the Kansas State Department of Education, developed a needs assessment that summarized activities being taken in Kansas toward expanding student options (and thus responding to Title II of the 1976 Amendments.) Vocational schools and/or programs returned this form attached to their VE-20's in the 1979-80 school year. I am going to distribute a sheet that lists the activities that schools and/or programs were asked to respond to. ---***---

*** Distribute "Needs Assessment"

Reaction to each activity was shown by marking whether a school has: ***

*** Show Transparency: "Reaction Choices for Needs Assessment"

1. Just started ACTIVITY
2. Would like some assistance for this ACTIVITY
3. Have worked on this ACTIVITY sufficiently that our school could be a resource school for others, or
4. Have completed this ACTIVITY

Take a few minutes to glance over the list. Before we move on, are there any questions or comments?

So far, we have considered assessments your school may make in responding to the demands that legislation places on it. But what is probably more intriguing to personnel in your school is to find out what they are interested in knowing.

Often the first thing desired is to know the attitude of the students, teachers, counselors, instructors, employers, and parents in the school and community setting. For these attitudes unconsciously affect how people react toward others. By such things as verbal comments, gestures, decisions, actions, inactions, and guidelines, people give messages that limit another's career choice or personal or social

development.

One of the best measures of sex-stereotyped attitudes was developed and thoroughly field-tested by the Ohio Department of Education. They have available a brief three-page survey that can be self-administered and scored. ---***--- The instrument measures whether the respondent has different expectations for men and for women on the level of employment and decision-making responsibility, on the expected types of employment, on the work settings where they function best, on the basic abilities they possess, importance or purpose of employment, and on the general belief of what roles they should assume. Free copies of this self-administered survey and self-intervention manual can be obtained from:

*** Show transparency: "Variables Measured"

Roger Trent
Project MASSIVE
Ohio Department of Education
Division of Guidance and Testing
65 South Front Street
Columbus, OH 43215

There are many other surveys that have been developed for schools to measure attitudes. Corena Mook, Sex Equity Specialist of The Kansas State Department of Education, has included several as resources in her handbook EXPANDING STUDENT OPTIONS. All schools were mailed this handbook that was written to serve as a guide for writing action plans.

From attitude assessment, your school can now decide how aware its staff is of ways that their views and expectations about male and female characteristics and functions relate to career choices they keep open for students. The concern is not to change staff attitudes, but to have them become conscious of how their attitudes often restrict choice options for others. From attitude assessment, your school has the answers to questions such as: Are activities to increase awareness needed for administrators? for counselors? for instructors? for students? for

parents? for employers your school co-operates with? Awareness must first be present before personnel in your school can form commitments toward taking action steps to expand student options.

Once the staff share a common understanding of how their attitudes and actions can limit students' choices, they are ready to work together in taking action steps to counter the barriers thrown up by sex stereotyping. A planning committee may desire to know first what action fronts the staff members are most interested in attacking. And so they assess the staff to determine interest in various action plan fronts. A community/junior college may be most interested in recruiting non-traditional students, for this may also raise total student enrollment at the school. A high school may be most interested in providing students the opportunity to test abilities and skills that society has judged inappropriate for their sex. An area vocational technical school may be most interested in working with businesses to accept non-traditional workers--so their placement percentage will not be affected by their non-traditional completers.

Let me hand out a brief survey of possible action planning fronts a school could take. ---***--- Think about your school, then try to rank order the interest you think your school has in each front. Rank ordering is easiest if you select the two fronts you think your school would be most interested in and give them a 1 and a 2. Then select the two fronts of least interest, and give them a 12 and 13. Then rank order the remaining fronts. (ALLOW TIME FOR PARTICIPANTS TO COMPLETE THE RANKING.) This is just a sampling of possible action fronts that your school may want to see listed on a survey. Can you think of other fronts that your school would like to have included?

*** Distribute "Possible Action Fronts"

(OPTIONAL ACTIVITY: If time allows, the presentor could informally ask the number of 1's given each item; lead group discussion about the item receiving the most, and explore approaches for acting on that front.)

TRANSPARENCY MASTERS

REACTION CHOICES FOR NEEDS ASSESSMENT:

1. Just started activity
2. Would like some assistance for this activity
3. Have worked on this activity sufficiently that our school could be a resource school for others
4. Have completed this activity

Taken from EXPANDING STUDENT OPTIONS: A Handbook for Local Educational Agencies on Eliminating Sex Bias, Sex Discrimination and Sex - Role Stereotyping in Vocational Education in KANSAS, Kansas State Department of Education, Topeka.

Variables Measured by SELF-ADMINISTERED SURVEY OF SEX STEREOTYPES FOR PROJECT MASSIVE

Does the respondent have different expectations for men and women on:

1. level of employment and decision making responsibility
2. expected types of employment
3. work settings they function best in
4. basic abilities they possess
5. importance or purpose of employment
6. general belief of what roles they should assume

A free copy of the survey and self-intervention manual can be obtained from:

Roger Trent, Project Massive
Ohio Department of Education
Division of Guidance and Testing
65 South Front Street
Columbus, OH 43215

HANDOUT MASTERS

TITLE IX SELF-EVALUATION OF MY SCHOOL

	Always	Usually	Rarely
IN MY SCHOOL'S VOCATIONAL EDUCATION AND RELATED COURSES:			
1. Graduation requirements are the same for females and males. (i.e., if industrial arts and home economics are required, both are required for students of both sexes.)	____	____	____
2. The student handbook makes clear that all courses are open to students of both sexes.	____	____	____
3. All course titles and descriptions are gender-free.	____	____	____
4. All classes are conducted on a co-educational basis.	____	____	____
5. All program and curriculum guidelines make it clear that all courses are provided equally and under the same conditions to males and females.	____	____	____
6. Criteria for the assignment of students to courses and programs are free from differentiation by sex.	____	____	____
7. When the enrollment of students of one sex is 80% or above in any course or program, steps have been taken to ensure that this is not the result of sex discrimination in counseling or counseling materials.	____	____	____
IN ADMISSION TO MY VOCATIONAL SCHOOL OR PROGRAM:			
1. All decisions are made without regard to sex.	____	____	____
a. Without preference given to one person over another on the basis of sex.	____	____	____
b. Without ranking applicants separately on the basis of sex.	____	____	____
c. Without applying numerical limitations (quotas) on the number or proportion of persons of either sex who may be admitted.	____	____	____
d. Without applying different admissions criteria on the basis of sex.	____	____	____
2. All the test or criteria used in admissions are free from having a disproportionately adverse effect upon persons of one sex.	____	____	____
3. All admissions decisions are made without reference to any rule concerning the actual or potential parental, family, or marital status of an applicant that treats persons differently on the basis of sex.	____	____	____
4. Forms or inquiries are free from items concerning the marital status of applicants.	____	____	____
5. Admission preference is not given to applicants on the basis of attendance at a school which enrolls predominantly students of one sex without efforts to counter discrimination.	____	____	____
6. Recruitment efforts are made without regard to sex.	____	____	____
7. Have specific steps that encourage persons of a previously excluded sex to apply for admission.	____	____	____

Adapted from: Matthews, Martha and McCune, Shirley. Complying with Title IX: Implementing Institutional Self-Evaluation, HEW, Washington.

MATERIALS AND DATA NEEDED TO ASSESS TITLE IX COMPLIANCE

Materials Concerning Vocational Courses and Programs:

- .copies of graduation requirements
- .copies of policies governing student assignment to courses and programs
- .copies of student handbooks
- .copies of all descriptions of vocational, technical, industrial, business, and home economics courses
- .copies of all curriculum guidelines relating to content, activities, instructional methodologies or requirements in vocational or related courses

Data Concerning Vocational Courses and Programs:

- .course enrollment by sex in all
  - ..vocational courses
  - ..technical courses
  - ..industrial courses
  - ..business courses
  - ..distributive - cooperative education courses
  - ..home economics courses
- .list of student placements and compensation by sex in work-study programs
- .description of practices and/or criteria used for referral or assignment of students to vocational courses and programs

Materials Related to Admissions to Vocational Schools or Programs:

- .copies of all policies concerning student admissions and admission requirements
- .copies of any documents describing the admissions procedure
- .statement of admissions criteria
- .copies of all tests used to determine eligibility for admission
- .copies of all application forms used for student admissions
- .copies of recruitment brochures, catalogs, or other materials distributed to applicants
- .copies of any materials used by counselors in referring students to vocational schools

Data Related to Admissions to Vocational Schools or Programs:

- .number of students admitted by sex for the current academic year and the year preceding
- .for any tests used in determining student elegibility for admission, the average and median score obtained by males and females during the past two years
- .a list of all institutions at which recruitment efforts are made with enrollment of each by sex
- .a list of all institutions which regularly refer applicants for admission, their enrollment by sex and their referrals for the past two years by sex

Note: Taken from Matthews, Martha and McCune, Shirley. Complying with Title IX: Implementing Institutional Self-Evaluation. HEW, Washington, D.C.

NEEDS ASSESSMENT - SUMMARY OF ACTIVITIES FOR EXPANDING STUDENT OPTIONS

1. Admission to Vocational Education Programs
   a. Reviewed criteria for enrollment procedures, testing instruments, course descriptions and brochures.
   b. Modified criteria, as necessary, to ensure equal access to all students.
   c. Used vocational inventory tests that are free of sex-role stereotypes and are the same for both sexes.

2. Enrollment Data
   a. Collected sufficient data to determine if vocational program has mixed or one-sided enrollment by sex (80% or more of one sex.)
   b. Made plans to balance enrollment.

3. Curriculum Development
   a. Reviewed curriculum for sex bias, sex discrimination and sex-role stereotyping.
   b. Made plans to counterbalance bias.
   c. Planned courses in relation to employment needs and placement regardless of sex.

4. Instructional Materials and Activities
   a. Reviewed instructional materials and activities.
   b. Made efforts to free instructional materials and activities of sexism.
   c. Made task assignments on the basis of assessing student potential or achievement.

5. Facilities
   a. Checked facilities and equipment for accessibility to all students.
   b. Developed alternate approaches, where necessary, for facilities and equipment to accommodate all students.

6. Student Attitudes
   a. Increased students' awareness of their sex biases.
   b. Utilized non-traditional speakers.
   c. Presented life-long learning activities.
   d. Provided opportunities for students to explore problems of sex bias and sex-role stereotyping in education and in the work world.

7. Student Organizations
   a. Checked membership to determine if both females and males are involved.
   b. Taken active steps to attract mixed membership to participate in organization.
   c. Conducted organizational activites that focus on overcoming sex bias and stereotypes.

8. Job Placement
   a. Maintained contact with employers to sensitize them to sex bias, sex discrimination and sex-role stereotyping in hiring practices.
   b. Assigned cooperative work experience students and/or work study students on the basis of student ability and interest.
   c. Promoted expanding options idea when placing cooperative students and completers.

9. Personnel attitudes
   a. Participated in staff development activities which involved identifying and correcting sex bias, sex discrimination and sex-role stereotyping.
   b. Participated in inservice activities to understand what attitudes and actions contribute to <u>limiting</u> student options.
   c. Developed action strategies to correct any deficiencies listed above.

10. Advisory Council
   a. Included a representative number of men and women who are sensitive to the needs of all students regardless of sex.
   b. Involved members of Advisory Council in providing assistance to promote expanding options for students in the work world.

11. Outreach to Community
   a. Informed parents, patrons, civic groups and employers about expanding vocational options for students.
   b. Requested assistance from above groups to support school activities toward expanding options for students.

Source: <u>EXPANDING STUDENT OPTIONS</u>, Kansas State Dept. of Education, Topeka

POSSIBLE ACTION FRONTS

Given below are possible action fronts a school could choose to include in plans to expand student options. As you glance over the 13 fronts, select the front you think your school would be most interested in and give it a 1 in the provided blank. Then rank order the other fronts, giving the front your school would be second most interested in a 2 and the front it would be least interested in a 13.

ACTION FRONTS

Recruitment activities to attract non-traditional students ____

Counseling support for students who indicate interest in non-traditional programs ____

Encourage employers to be unbiased in accepting work-study students and hiring completers ____

Encourage parents to support children who desire to explore non-traditional options ____

Integrate how sex role stereotyping can limit career options into career education programs ____

Review teaching materials for stereotyping - and make available resources that would counter such stereotyping ____

Increase student awareness that girls need to prepare for wage earning responsibilities and boys for home management responsibilities ____

Provide students the opportunity to try out abilities and skills their sex usually has not been exposed to ____

Career days that emphasize non-traditional speakers and exhibits ____

Arrange visits with non-traditional workers in the classroom or at their work sites ____

Arrange class schedules so students are able to take non-traditional classes ____

Visits to a vocational classroom non-traditional to a particular sex is encouraged or arranged ____

Student activities, within classroom or by group guidance, to reduce sex role stereotyping attitudes ____